

1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification when it anticipates exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

3-Digit LEA/Charter Code: 200
Contact Name: Leslie Ledford
Contact Phone No.: 828-837-2722
District/Charter Name: Cherokee County Schools
Contact Title: Accountability Director
Contact E-Mail: leslie.ledford@cherokee.k12.nc.us

Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Other, please explain below:

Cherokee County Schools has established guidelines, provides a handbook, and requires that parents meet to discuss and sign a memorandum of understanding any time extended standards are recommended to meet a child's academic needs. Any student who has been determined as NC Extend 1 appropriate has met the NC Criteria for being put on the NC Extended Content Standards. The IEP team must complete a document acknowledging that the student is instructed on the NC Extended Content Standards in ALL assessed content areas. The student must have evidence of a significant cognitive disability (IQ range of 55 or below). The documentation must also clearly affirm and explain that the student meets all of the following in order to be eligible for the NC Extend 1: Does the student's disability significantly impact their adaptive behaviors, defined as those skills which are essential for someone to live and function independently? Does the student require extensive and repeated individualized instruction and support to make meaningful gains? Does the student use substantially adapted materials and individualized methods of accessing information in of accessing information in alternative ways? Prior to proposing to the IEP team for placement on the NC Extend 1, the Educational Diagnostician and the EC Director must review the qualification worksheet to approve the EC Teacher's request for the student to be placed on the NC Extend 1 Alternate Assessment. Once it is approved, the EC Teacher may propose their Qualification Worksheet to the IEP Team to place the student on the Extended Course of Study/NC Extend 1 Alternate Assessment. The IEP team is required to complete this form and implement an IEP that supports the student in all of the areas documented. The parent/guardian of the student at the time of this decision must agree by signing the Cherokee County Parent Agreement for Extend Content Standards/NC Extend 1 Alternate Assessment Participation form.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

[Click or tap here to enter text.](#)

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

Cherokee County Schools uses clear guidelines based on NCDPI's standards for a student with an IEP being placed as NC Extend 1 in order to determine placement for a student on the NC Extend 1 Alternate Assessment.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

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☒ Yes

☐ No

Explain below:

With an average class size of ~250 students it can occasionally happen that, if a student is retained, a particular grade level can have a student group that exceeds 1%.

Section 3: Assurances

Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

Each year the EC and accountability director meet to review the current student list for those who will take the Extend 1 assessments.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

Cherokee County Schools has established guidelines, provides a handbook, and trains staff on the eligibility and placement procedures for all students receiving extended standards to meet their educational needs.

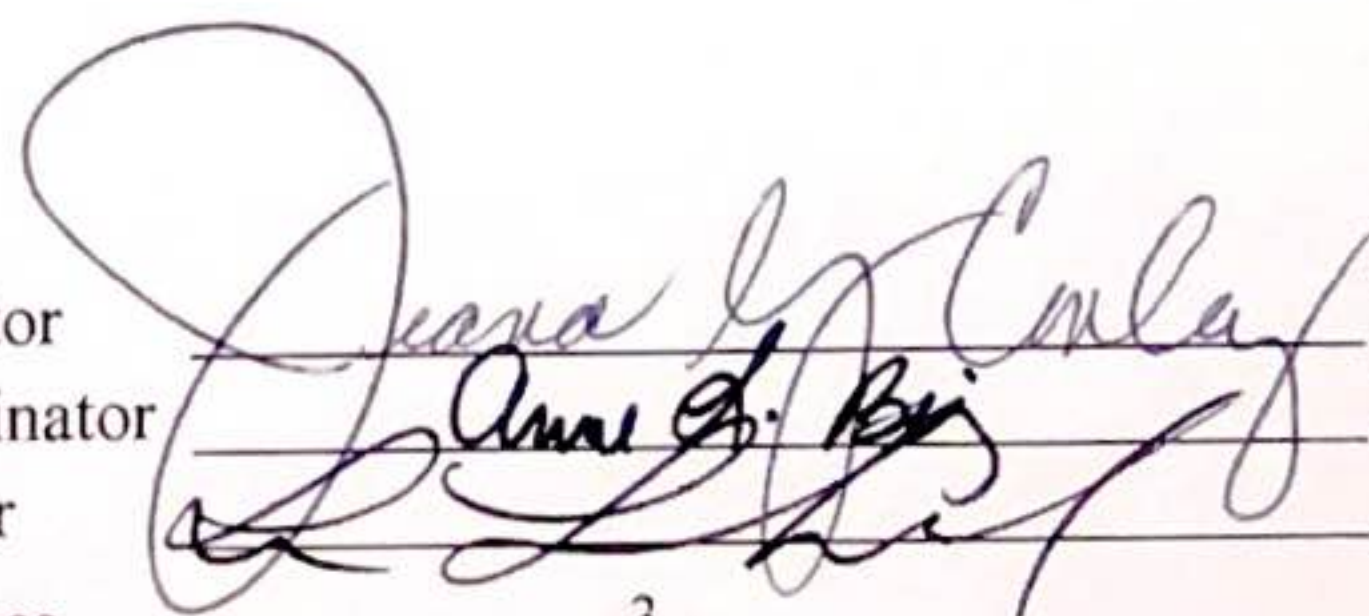
Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

Click or tap here to enter text.

Signatures

Superintendent/Charter School Director
Exceptional Children Director/Coordinator
LEA/Charter School Test Coordinator
NCDPI/Division of Accountability Services



Date

1-21-20

Date

1-21-20

Date

1-21-2020

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The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to alternateassessment@dpi.nc.gov by May 3, 2019.

The NCDPI will notify districts/charter schools in writing if further information is needed and will include next steps. For questions, please contact your Exceptional Children Director or Regional Accountability Coordinator.

Note: See page 5 for additional information that can be included but is not required.

The following additional information can be included with the justification documentation, but is not required:

- Evidence that all educators who administer the alternate assessment meet the requirements for test administrators and have received test administration training prior to administering the alternate assessment.
- Evidence that all students have appropriate access to accessibility features on statewide tests.
- A review of the percentage of students taking the alternate assessment at grade 3 versus grades 4–7 versus grade 8 versus high school and an explanation of how Individualized Education Program (IEP) teams are making consistent participation decisions across grade levels.
- A review of data to determine if students are moving from the alternate assessment to the general assessment or vice versa and an explanation for grade levels where this action is more prevalent.
- Evidence that the district is providing appropriate supports and services to students with disabilities to assist in meeting the same graduation requirements as their non-disabled peers.
- An evaluation of students instructed using the Extended Content Standards, but who are spending more than eighty percent (80%) of their day in the general education setting.
- Evidence of data-driven team decisions to determine appropriate instruction and assessment.
- An assessment of varying practices across a district and/or between different schools.
- An explanation of special programs or populations that are served by the district/charter school that may contribute to the alternate assessment participation rate.